

**Week of October 8, 2018**

**7th Grade Social Studies**

Monday	Tuesday	Wednesday	Thursday	Friday
<p>TSWBAT populate a glossary with MC3 vocabulary (school improvement goal) with 80% success.</p> <p>Students will use oral language to create a sentence for recording in their glossary.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Social worker has not provided a lesson objective.</li> <li>• Students will use listening skills in a lecture by the social worker.</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Students will be able to identify elements of bullying in the video with an 80% success rate.</li> <li>• Students will use listening skills in a viewing of the Anti-Bullying video as per administration.</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Students will be able to identify elements of bullying in the video with an 80% success rate.</li> <li>• Students will use writing skills to discuss Cyberbu//ly (the video) in a monitored forum setting.</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Students will be assessed on MC3 vocabulary (school improvement goal).</li> <li>• Students will use reading skills to connect academic definitions to their academic language.</li> </ul>
<p>event, evidence, history, representation/account, significance</p> <p>MC3 Vocabulary: Vocabulary can be found here: <a href="https://moodle.resa.net/mn/mod/page/view.php?id=3628">https://moodle.resa.net/mn/mod/page/view.php?id=3628</a></p>				<p>Vocabulary: Regular Ed Assessment: <a href="https://moodle.resa.net/mn/mod/quiz/view.php?id=3640">https://moodle.resa.net/mn/mod/quiz/view.php?id=3640</a></p> <p>Modified: <a href="https://moodle.resa.net/mn/mod/quiz/view.php?id=5254">https://moodle.resa.net/mn/mod/quiz/view.php?id=5254</a></p>
<p>Accommodations: : modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</p>	<p>Accommodations: : modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</p>	<p>Accommodations: : modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</p>	<p>Accommodations: : modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</p>	<p>Accommodations: : modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</p>
<p>Technology used: Moodle, Chromebooks.</p>	<p>Technology used: DVD, smart board, computer.</p>	<p>Technology used: DVD, smart board, computer.</p>	<p>Technology used: DVD, smart board, computer.</p>	<p>Technology used: Moodle, Chromebooks.</p>
<p>Standards: H1.2.1: Compare and evaluate competing historical perspectives about the past based on proof.</p>	<p>Standards:</p>	<p>Standards:</p>	<p>Standards:</p>	<p>Standards: School Improvement Goal</p>

**Big Ideas:**

- Historians investigate the past by:
  - framing problems to study
  - selecting and analyzing available evidence
  - organizing their information
  - creating the account
- Four tools that historians use to organize information include significance, social institutions, temporal frames (time), and spatial scales (space).
- Ideas about significance can vary among historians.
- We can determine whether an event is significant by constructing and applying rules or theories about what makes an event important.
- Organizing an account by significance is important for both the historian and reader.

**Week of October 8, 2018**

**Economics and Debate**

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Students will read both fictional and non-fictional text related to the supply and demand economic concept.</li> <li>• Students will use visual reading skills to complete a vocabulary assignment in Moodle.</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Students will create a graphic novel based on the retelling of one of the Tuttle Twins titles and it's particular economic concept.</li> <li>• Students will use oral language to collaborate on their graphic novel through the use of Pixton accounts..</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Students will create a graphic novel based on the retelling of one of the Tuttle Twins titles and it's particular economic concept.</li> <li>• Students will use oral language to collaborate on their graphic novel through the use of Pixton accounts..</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Students will create a graphic novel based on the retelling of one of the Tuttle Twins titles and it's particular economic concept.</li> <li>• Students will use oral language to collaborate on their graphic novel through the use of Pixton accounts..</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Students will create a graphic novel based on the retelling of one of the Tuttle Twins titles and it's particular economic concept.</li> <li>• Students will use oral language to collaborate on their graphic novel through the use of Pixton accounts..</li> </ul>
<p>Vocabulary: Supply, Demand, scarcity, incentives, economic growth, standard of living, technological change productivity.</p>	<p>Vocabulary: Supply, Demand, scarcity, incentives, economic growth, standard of living, technological change productivity.</p>	<p>Vocabulary: Supply, Demand, scarcity, incentives, economic growth, standard of living, technological change productivity.</p>	<p>Vocabulary: Supply, Demand, scarcity, incentives, economic growth, standard of living, technological change productivity.</p>	<p>Vocabulary: opportunity cost, marginal benefit and cost, rationing, demand, money price, incentives, supply and sunk cost.</p>
<p>Accommodations: : modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</p>	<p>Accommodations: : modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</p>	<p>Accommodations: : modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</p>	<p>Accommodations: : modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</p>	<p>Accommodations: : modeling, focus on content vocabulary, word bank, discussion, scribe (if necessary), resource room (if necessary)</p>
<p>Technology used: Moodle, Smart Board</p>	<p>Technology used: Moodle, Smart Board</p>	<p>Technology used: Smart Board</p>	<p>Technology used: Smart Board</p>	<p>Technology used: <b>Smart Board</b></p>
<p>Standards:</p> <ul style="list-style-type: none"> <li>• 1: Scarcity</li> <li>• 4: Incentives</li> <li>• 15: Growth</li> </ul>	<p>Standards: None</p>	<p>Standards:</p> <ul style="list-style-type: none"> <li>• 1: Scarcity</li> <li>• 4: Incentives</li> <li>• 15: Growth</li> </ul>	<p>Standards:</p> <ul style="list-style-type: none"> <li>• 1: Scarcity</li> <li>• 4: Incentives</li> <li>• 15: Growth</li> </ul>	<p>Standards:</p> <ul style="list-style-type: none"> <li>• 2: Marginal Decision Making</li> <li>• 3: Allocation Mechanisms</li> <li>• 4: Incentives</li> <li>• 5: Gains from Voluntary Trade</li> </ul>